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**REMOTE TEACHING AND LEARNING POLICY IN THE EVENT OF SELF ISOLATION AND/OR TEMPORARY SCHOOL CLOSURE**

**The purposes of this policy are threefold:**

• To outline procedures and practice for pupils in self isolation, and are otherwise fit and healthy, to continue with their academic program

• To outline procedures and practice for staff in self isolation, and are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program

• To outline procedures and practice for staff, pupils and their parents to continue with the academic program if the School has to close due to advice from the Government and/or Public Health England or similar body.

**1. Remote learning for pupils who are in self isolation whilst the school is still open**

Pupils are required to self-isolate if they have been in an affected area and are displaying Covid-19 or flu like symptoms, or if they have been to one of the designated affected areas according to Public Health England even if they are not displaying symptoms. During any such period, the School will make sure that education is provided remotely (online) so no-one need fall to far behind. This policy summarises the provision of remote learning for pupils in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

**Pupil/Student expectations:**

• Pupils should retain structure to their working day starting with log-in to daily zoom lessons at 9:15 and 10:30

• Check The school website to see the posts/resources for each subject

• Complete all set work and, if requested, to hand in work on The school website.

• Email the teacher as appropriate/if they are having difficulties.

• Check The school website to see the posts/resources for each lesson and work through tasks.

• Complete all set work and hand in work on The school website.

**Parents expectations:**

• Encourage and support their children's work, including finding an appropriate place to work, checking that set work is completed and ensuring they have some structure to the working day: start and finish times and appropriate breaks.

• Contact the pupil’s tutor if there are any concerns.

**3 Remote teaching for staff who are in self isolation**

Teaching staff are required to self-isolate if they have been in an affected area and are displaying flu like symptoms, or if they have been to one of the designated affected areas according to Public Health England even, if they are not displaying symptoms. During any such period, the School will ensure that the lessons are covered in a similar way to any other planned absence, so no-one need fall behind. This policy summarises the provision of remote teaching by teaching staff in this position, so that there are consistent and well understood expectations of the level of support that will be provided for all concerned.

**If a member of staff is required to self-isolate, they are expected to:**

• Follow the normal guidelines for planned absence. They should plan resources and set cover work for another teacher, who may not be a subject specialist, to follow.

• Additionally, they should mark work and give feedback remotely as per point 3 below. 3. Remote teaching and learning in case of enforced school closure If the school has to undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

**Staff expectations:**

• They should endeavour to find time whenever possible during lessons to set work that covers the salient points.

• Any electronic resources used in the lesson, including work sheets or PowerPoints used, should be shared with absent pupils. It is recognised that some lessons are discussion based and it is more difficult for pupils at home to benefit from this kind of activity. Alternative tasks should be set by the teacher if time allows.

**The Learning Support Teams are expected to:**

• Connect with parents and/or students who receive one-to-one SEN support, during their usual allocated time, to check how they are coping with the home learning.

• The SENCO will coordinate the SEN teachers to reach out to students/staff and provide guidance/feedback as necessary. Page 3 of 3 Parents are expected to:

• Encourage and support their children's work, including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible.

• Contact the tutor if there are any concerns.

**NOTES**

All staff are skilled to set tasks using The school website. Further training is being provided by the eLearning Coordinator.

Further guidance on using online tools Available tools to enrich home learning are:

• Video lessons using Zoom. (Two members of staff will be online for each taught session)

• BBC Bitesize, GCSEPod Twinkl, GeoGebra, PHET, Youtube

Feedback - students can continue to receive the feedback they need through online annotation of documents, along with audio feedback, whilst teachers can track their progress and see where support is required.

**Safeguarding**

This guidance document is supported by the Safeguarding policy in Oscott Academy. Specific additions to note:

Parental involvement during video sessions: by bringing staff instruction into the home, the lessons can feel different. The same rules of communication apply as if this were a regularly taught lesson, meaning that the interaction in these lessons are between the teacher and the pupils alone. Two members of staff will be online for each Zoom taught session.

Size of groups for home learning. We are aware of the increased level of risk around one-to-one video meetings with pupils, however, there are many reasons why they would be helpful and appropriate.